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ABSTRACT

The Urban Adult Education Institute (UAEI) directed activities in five major areas: professional and continuing education, adult basic education, systems analysis, employment, and community involvement. Because of a time lapse between activities and evaluation, professional and continuing education objectives and systems analysis objectives could not be effectively judged. The evaluation focused primarily on student outcomes and based its data analysis on 62 student questionnaires. The document offers a detailed analysis of the responses related to: (1) demographic information; (2) reasons for attending UAEI; (3) education, skill, and employment levels on entering the institute; (4) organization membership; (5) voter registration; (6) social involvement; (7) the effectiveness of the institute's job training; and (8) student views of activities, facilities, and outcomes at the institute. It was concluded that, in the area of adult basic education, the program was moderately successful. Mathematics, consumer education, home and family living, and social studies were considered useful areas of study. Staff effectiveness, facilities, and course content all scored high ratings. Reviewing responses related to the institute's effectiveness in job training and retraining, results indicated moderate success. Responses also indicated that participants were active in social, political, and community affairs. (MW)

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EVALUATION OF THE URBAN ADULT EDUCATION INSTITUTE

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July 1967 - March 1970

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EVALUATION OF THE URBAN ADULT EDUCATION INSTITUTE

Background

Establishment

The Urban Adult Education Institute (UAEI) was established in the fall of 1967. The project was funded by the Michigan State Board of Education with supplemental funding by the United States Office of Education (USOE). The Detroit Board of Education became the administrative agent.

Administrative Structure

UAEI was administered by an Executive Committee with representatives from the Detroit Board of Education, the State Department of Education, and Wayne State University. A project director and an associate project director were also selected at this time.

Facilities

UAEI is housed in a three-story building at 8721 John C. Lodge in the Herman Kiefer Hospital complex. The building, like others in that area, was constructed and used for hospital wards, clinics, and nurses' housing. At the outset, UAEI had the entire building at its disposal. Later, however, it shared the building with the Guidance, Safety, and Driver Education Departments of the Detroit Board of Education.

Program of Activities

UAEI proposed to direct its energies and resources in five major areas:

1. Professional and Continuing Education
2. Adult Basic Education
3. Systems Analysis
4. Employment
5. Community Involvement

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The major goal of UAEI was: to identify ways to broaden and increase educational and employment opportunities for uneducated adults through multimedia approaches, using the latest in educational technology including programmed instruction, computer-assisted instruction, educational television and other forms of self-directed learning experiences.

Focal Points of Program Activities

Professional and Continuing Education

The Professional and Continuing Education phase of UAEI was to be directed at the staff. The aim was to develop special training programs for administrators and instructors that would recognize, solve and prevent problems in adult education. There was also to be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education. The facilities of Wayne State University (WSU) and other local learning institutions were to be utilized to develop and maintain the administrative and professional skills needed.

UAEI Staff Make-Up

Below the director and assistant director, the staff of UAEI was essentially paraprofessional. Aside from the original director and assistant director there were no other certified faculty members, and there was only one other faculty member with a degree. The following is a breakdown of the UAEI staff and a definition of their roles.

Adult Education Specialist (AES)

The AES was responsible for the bulk of the classroom instruction at UAEI. The designation is somewhat a misnomer since the designees are more "generalist" than "specialist." The designation of AES was unique to UAEI

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as no other instructional staff under the aegis of the Detroit Board of Education used the title.

Most of the AES's taught basic education classes and GED preparation. Of the eleven AES's eight were teaching basic education classes and GED preparation; one was in the testing department, one coordinated TV High School and related activities, and one taught basic mathematics, home repairs and did job development follow-up.

Neighborhood Advocate (NA)

The Neighborhood Advocate (NA) closely paralled the Aides and School Community Assistants of the Great Cities Project. While this was generally true, the NA's in addition combined the work of an aide and that of community liaison. Some NA's also instructed either part-time or full-time. The work assignments of the NA's during this investigation were as follows: Two of the NA's were assigned full teaching schedules, and the remaining six worked in the areas of teacher assistance, student interviewing, registration and as receptionists.

Neighborhood Liaison Specialist (NLS)

The NLS was envisioned as the consummate of both the AES and the NA. There were to be three levels ranging from Level I and Level II with Level III being ultimate. There were never more than two NLS's. One (Ruth Watson acted as interim director) reached Level II, and one other (level I) left the project.

Adult Basic Education

A prime commitment of UAEI was to the area of Adult Basic Education (ABE). Every student who enrolled at UAEI, no matter what his personal interests, had to couple those interests with ABE courses. Basic education

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courses were essentially the academic offerings of the Institute: English, mathematics, social studies, and science.

Having as one major objective the involvement of a maximum number of uneducated and undereducated adults, UAEI geared its program to the anticipated variety of basic educational needs of its potential consumers. Coming by referral, or by volunteering, the UAEI student body was representative of the gamut of differences. Of those who have enrolled in UAEI, no less than 50 percent tested between grades 4 and 7, and around 30 percent tested between 0 and 4. The test results indicated that approximately 80 percent of UAEI efforts must reflect concentration in the area of basic elementary education.

Systems Analysis

The Systems Analysis phase of UAEI was to be a program of systematizing and organizing research materials in order to provide consistent interpretation of data and assure validity and reliability in predictions and generalizations. To meet UAEI needs in the areas of evaluating behavioral changes, and organization of learning experiences, Systems Analysis hoped to work in the areas of instrumentation for institutional programming, career growth, professional evaluation, unique instrumentation identification and creation. Systems Analysis was then to provide guidelines and instrumentation for planning, developing and evaluating pilot programs created by UAEI.

Employment

UAEI's objective in the area of employment was to test a variety of programs of permanent employment for the undereducated adult. UAEI also indicated that it would identify organizations that were involved in cooperative programs aimed at job training, job upgrading and job retraining. UAEI proposed to identify, in the community, existing manpower resources and develop training programs relating to the job needs.

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Community Involvement

UAEI envisioned itself as a center for the development and testing of a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs. As a part of the UAEI commitment its facilities and programs would be geared to the needs of the community. Programs geared to the community would hopefully develop "interest, awareness, a feeling of personal worth and a sense of community involvement" leading to "joint community and school action programs."

Evaluation Plan

There are two factors that bear heavily on the evaluation of the UAEI for the period from July 1967-March 1970. These are the time lapse between the project's initiation and the evaluation effort, and the five equally important initial aims of the project, namely: (1) Professional and Continuing Education, (2) Adult Basic Education, (3) Systems Analysis, (4) Employment, and (5) Community Involvement. The time lapse is a factor in the evaluation because many of the original people are no longer associated with the project, and much of the original thinking associated with the project is no longer available. In addition, the people involved in the project, both as students and faculty, are not accessible because their whereabouts are unknown. The aims of the project are, of course, a major factor in the evaluation because the project's attainment of its stated goals is what the evaluation is about.

Although at the project's inception and throughout its early history the five aims were of equal importance, this evaluation will concentrate on student outcomes only. Therefore, the primary focus will be directed toward objectives of the proposal which are essentially objectives 2, 4 and 5 above. While it is undoubtedly true that objectives 1 and 3 above may have had an important effect

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on student outcomes, the former was directed at staff personnel and the latter was to be the device by which the entire range of activities and outcomes were measured through constant monitoring of the Institute's programs. Neither of the two objectives (1-3) will be ignored in this evaluation. They are however, not the focal points of the appraisal.

Aside from any necessary statistical analysis that may be presented in this report, the primary source of data is questionnaire responses of students who attended UAEI between July 1967 and March 1970. Lesser sources of data came from interviews and observations at the Institute.

Questionnaire Distribution and Procedure

The questionnaire was formulated for UAEI students with the specific student behavioral objects of the project as a guide. It was offered to and scrutinized by members of the Research and Development Department as well as by a representative of the Special Projects office, and the current director of UAEI.

Through consultation it was decided that a sample of between five and ten percent of the student population attending UAEI from July 1967 through March 1970 would be adequate. It was agreed also that since the enrollment figures for the period being evaluated approached 5,000, a five percent sample would be adequate. However, as the mailing list was being developed it became apparent that some of the areas from which UAEI students most often came were areas in the process of some kind of change that could mean rather high transiency. Thus, a sample of 406 enrollees (about eight percent) made up the initial mailing list.

Questionnaire Returns

In late June 1971, the questionnaires were mailed to the former UAEI enrollees whose names were on the mailing list. By July 6, 1971, fifty

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questionnaires (12 percent) had been completed and returned. Eighty-three (20 percent) had returned as not deliverable. Therefore, no response was received from 68 percent of the mailing list.

Inadvertently, the original mailing list was destroyed. A second and expanded list was devised and sent out. The new mailing list netted 12 more completed questionnaires while another dozen was not deliverable for a variety of reasons. Chief among the reasons was the fact that students moved without leaving a forwarding address.

It was decided that efforts to get a larger sample would be futile without an extended delay. Thus, it was concluded that the report would be based on the 62 returned and completed questionnaires.

Questionnaire Responses

Demographic Information

The first eight questions on the questionnaire dealt with the backgrounds of the UAEI students. The city in which the respondents resided, along with their sex, race, citizenship, marital status and age were considered.

Table I

DEMOGRAPHIC DATA RELATING TO UAEI STUDENTS

Race	City		Sex		Citizenship			
	Detroit	Highland Park	Male	Female	American Yes	American No	Native Born	Naturalized
Black	43	3	10	36	42	4	42	--
White	15	--	5	10	13	2	13	--
Other	1	--	1	--	1	--	--	1
Totals	59 (95.2%)	3 (4.8%)	16 (25.8%)	46 (74.2%)	56 (90.3%)	6 (9.7%)	55 (88.7%)	1 (1.6%)

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Table II

Distribution by Ages of UAEI Respondents

Race	Age					
	17-20	21-25	26-30	31-40	41-50	Over 50
Black	6	8	5	15	9	3
White	3	2	3	3	4	-
Other	-	-	1	-	-	-
Total	9	10	9	18	13	3
Percent	14.5	16.1	14.5	29.0	21.1	4.8

Table III

Marital Status of UAEI Respondents

Race	Marital Status				
	Single	Married	Divorced	Separated	Widow(ed)
Black	4	17	5	6	4
White	6	14	2	1	2
Other	-	1	-	-	-
Total	10	32	7	7	6
Percent	16.1	51.6	11.3	11.3	9.7

Approximately eight of the questions on the questionnaire related to information about enrollment into UAEI, reasons for attending, and other information pertinent to activities at UAEI.

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Table IV

Source Of Information About UABI

Sources	Number	Percent
Newspaper	1	1.7
Radio or TV	2	3.3
Social Agency	31	51.7
A Friend	16	26.7
A Student at UABI	6	9.8
Other	8	13.1

The total percent exceeds 100 in the foregoing table because in some instances there were dual responses. By far, the 62 respondents indicated that social agencies provided direction to UABI. The major portion of the remaining group learned of UABI through friends. (September 1967 to March 1970).

Table V

Enrollment Of UABI By Year

Year	Number	Percent
1967	11	18.3
1968	15	25.0
1969	18	30.0
1970	16	26.7

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Responding to reasons for attending UAEI, the following responses were indicated:

Table VI

Reasons for Attending UAEI

Reasons	Number	Percent
Basic Education	2	3.2
Wanted to Improve	12	19.4
Wanted to Finish High School	30	48.4
Recommended by Social Worker	8	12.9
Needed More Education to Advance in Job	6	9.7
Needed More Education to Get Job	10	16.1
To Take GED Test	27	43.5
Others	11	17.7

Most respondents gave two or more reasons for attending UAEI which accounts for the percents totaling more than 100 percent. Table VI indicates that the principal reasons for attending UAEI were to get a high school diploma.

Most students appear to have spent more than one day per week and more than one hour per day at UAEI.

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Table VII

Number Of Days Per Week At UAEI

Number of Days	Number of Students	Percent
1	2	3.4
2	14	24.1
3	8	13.8
4	30	51.7
5	4	6.9

Table VIII

Number Of Class Hours Per Day

Number of Hours	Number of Students	Percent
1	3	5.3
2	17	29.8
3	19	33.3
4	13	22.8
5	1	1.8
6	4	7.0

Table IX

Days Most Often At UAEI

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Days	Number of Times	Percent
Monday	2	4.3
Tuesday	3	6.5
Thursday	5	10.9
Mon. & Thurs.	19	41.3
Mon. & Wed.	15	32.6
Tues. & Thurs.	2	4.3

The fifth day, Friday, at UAEI was reserved for teacher workshops, training and special tutoring. Those indicating attendance a fifth day in the week were there for special and individualized attention.

The pace in days and hours suggested by the above encompassed the time span suggested by Table X.

Table X

Total Length Of Time Spent At UAEI

Time	Number	Percent
Less than One Year	43	76.8
One to Two Years	5	8.9
Two to Three Years	8	14.3

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A third section of the questionnaire dealt with educational and other skill levels upon entry into UAEI. Table XI shows that the students entering UAEI varied markedly in the years of schooling they had completed.

Table XI

Highest Grade Completed Before Enrolling At UAEI

Highest Grade Completed	Number	Percent
Less than Fourth	4	6.8
Fourth to Eighth	18	30.5
One Year High School	8	13.6
Two Years High School	14	23.7
Three Years High School	15	25.4

In addition to the limited educational backgrounds, there were equally low levels of special skill training among UAEI enrollees. The respondents, having some special skill as well as the level of skill, may be found in the following Table:

Table XII

Special Training And Level Of Training

Number with Special Skills		Kind of Special Training		
Yes	No	Skilled	Semi-Skilled	Unskilled
13	38	6	6	7
(25.5%)	(74.5%)	(31.6%)	(31.6%)	(36.8%)

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Most of the respondents who enrolled at UABI during the period here evaluated had been employed and were employed when they enrolled at UABI.

Table XIII

Employment Prior To And Upon Enrollment At UABI

Employment Prior to Enrollment		Employment when Enrolled at UABI	
Full Time	Part Time	Employed	Not Employed
52 (89.7%)	6 (10.3%)	33 (53.2%)	29 (46.8%)

The level and variety of jobs among the respondents are apparent in the succeeding table:

Table XIV

Job By Skill Level

Skilled	Semi-Skilled	Unskilled	Domestic	Other
1 (2.6%)	8 (20.5%)	25 (64.1%)	3 (7.7%)	2 (5.1%)

A fourth area of consideration on the UABI questionnaire was organization membership.

Table XV

Organization Membership Of Responding UABI Students

PTA	Block Club	Lodge	Church	Booster Club	None	Other
12 (24.0%) (N=50)	10 (16.9%) (N=59)	8 (13.3%) (N=60)	32 (54.2%) (N=59)	1 (1.7%) (N=59)	16 (26.7%) (N=60)	5 (8.5%) (N=60)

Of the 50 respondents, to the question regarding PTA, only 12 answered affirmatively. Six held PTA membership less than four years and six held PTA membership more than four years.

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Table XVI

Number Of Years Of Organization Membership

Organization	Years				
	1-3	4-6	7-9	10-12	More than 12 Years
Block Club	18 (62.1%)	5 (17.2%)			6 (20.
Lodge	3 (11.5%)	18 (69.2%)	2 (7.7%)		3 (11.5%)
Church	2 (7.4%)	18 (66.7%)	1 (3.7%)	2 (7.4%)	4 (14.8%)
Booster Club	1 (5.3%)				
Other	2 (10.0%)	17 (85.0%)			1 (5.0%)

Around one fourth of the 42 respondents indicated that they held office during their organizational membership tenure. In response to a question asking if they had held office in organizations they belonged to 10 (23.8%) indicated that they had held office. However, in response to a question relating to the kind of office held, 14 responded. Two (14.3%) indicated president, 8 (57.1%) indicated vice president, 2 (14.3%) indicated secretary, and 2 (14.3%) indicated other. A full 50 percent of the 10 respondents held office during 1967-68, while 10 percent held office during 1968-69, and the remaining 40 percent during 1969-70.

On the question of voting, 54 responded. Table XVII indicates the frequency of voter registration and the longevity of the voting record.

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Table XVII

Voter Registration And Lengths Of Registration

Registered		Years of Voting	
Yes	No	1 to 2	More than 3
39 (72.2%)	15 (27.8%)	15 (27.8%)	39 (72.2%)

Another area of inquiry on the questionnaire was the level of UAEI student involvement. The question was: "How often do you participate in organized social activities, (social, political or community activities--including civil rights, home and neighborhood improvement, etc.)? The frequency of involvement is indicated in Table XVIII.

Table XVIII

Frequency Of Involvement In Social, Political And Community Activities By Race

Race	Very Often	Often	Sometimes	Rarely	Never	Row Totals
Black	4	5	10	13	8	40 (74.1%)
White	1	1	4	3	4	13 (24.1%)
Other	0	0	0	0	1	1 (1.8%)

Of those responding to the follow-up question relating to the kind of activity they were most involved in, the responses were: social activities 14 (35.9%), political activities 6 (15.4%), and community action programs 19 (48.7%).

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Also related to the involvement of UAEI students in various kinds of activities were the leadership roles of the active ones. Of those responding to the question relating to offices held in social, political and community action organizations, only 9 (22.0%) of the 41 responding to the question indicated that they held an office. The offices held were that of: President, Vice president, Secretary, Treasurer, Business manager, Chairman and Delegate. Several of the nine respondents held more than one office.

Further inquiry on the UAEI questionnaire alluded to training for and job opportunities at UAEI. Only 19 (33.3%) of 57 respondents indicated some awareness of job opportunities as a result of training or contacts at UAEI. The leads to job opportunities came in a variety of Institute related sources as Table XIX illustrates.

Table XIX

Sources Of Job Leads At UAEI

Sources	Number of Leads	Percent
Teachers	8	36.4
Counselors	5	22.7
Administrators	1	4.6
Fellow students	3	13.6
Others	5	22.7
Total	22	100.0

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Related to the inquiry about job leads the questionnaire also focused on student views concerning the Institute's level of job training, the effects of such training on job upgrading or job retraining. The following three Tables show student responses:

Table XX

How Much UAEI Activities Considered Job Training

Race	Very Much	Much	Some	Little	None	Row Totals
Black	6	6	5	7	17	41 (73.2%)
White	3	1	2	4	4	14 (25.0%)
Other	0	0	0	0	1	1 (1.8%)
Column Totals	9 (16.1%)	7 (12.5%)	7 (12.5%)	11 (19.6%)	22 (39.3%)	56 (100.0%)

Table XXI

Effect of UAEI Activities on Job Upgrading

Race	Much Effect	Some Effect	Little Effect	No Effect	Row Totals
Black	7	7	4	12	30 (78.9%)
White	3	1	1	2	7 (18.4%)
Other	0	0	0	1	1 (2.6%)
Column Totals	10 (26.3%)	8 (21.1%)	5 (13.2%)	15 (39.5%)	38 (100.0%)

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Table XXII

Job Retraining Opportunities Resulting From UAEI Experiences

	Opportunities				
	Many	Some	Few	No	Row Totals
Black	10	11	3	13	37 (74.0%)
White	5	1	2	5	13 (26.0%)
Column Totals	15	12	5	18	50
Percent	(30.0%)	(24.0%)	(10.0%)	(36.0%)	(100.0%)

Each of the above Tables was also considered in terms of race.

The concluding part of the UAEI questionnaire focused on student views of activities, facilities, and outcomes at the Institute. The first point of focus was the reading levels of students when they enrolled at UAEI. The following Table depicts reading levels by racial groups as well as by grade levels.

Table XXIII

Reading Levels Upon Entrance To UAEI

	Grades			Don't	Row
Race	1-4	5-8	9-12	Know	Totals
Black	2	3	19	19	43 (74.1%)
White	-	5	7	2	14 (24.1%)
Other	-	-	-	1	1 (1.7%)
Totals	2	8	26	22	58
Percent	(3.4%)	(13.8%)	(44.8%)	(37.9%)	(99.9%)

Table XXIV

Most Useful Areas Rated One - Seven

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Experience Areas	N	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Job Skills	20	6 (30.0%)	8 (40.0%)	5 (25.0%)	-	-	1 (5.0%)	-
Citizenship Activities	17	3 (17.6%)	9 (52.9%)	2 (11.8%)	3 (17.6%)	-	-	-
Consumer Education	20	8 (40.0%)	9 (45.0%)	1 (5.0%)	-	2 (10.0%)	-	-
Mathematics	26	13 (50.0%)	10 (38.5%)	2 (7.7%)	1 (3.8%)	-	-	-
Social Studies	19	3 (15.8%)	11 (57.8%)	1 (5.3%)	2 (10.5%)	1 (5.3%)	1 (5.3%)	-
Home and Family Living	14	4 (28.6%)	5 (35.7%)	-	2 (14.3%)	1 (7.1%)	2 (14.3%)	-
Other	13	5 (38.5%)	7 (53.8%)	-	-	-	-	1 (7.7%)

The above Table shows the results when the students were asked to rate the experiences that were most important to them.

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Student views of facility suitability was also solicited. Their responses were:

Table XXV

Student Views Of Facility Suitability (N=59)

Race	Most Suitable	Suitable	Somewhat Suitable	Not Very Suitable	Not Suitable	No Opinion	Row Totals
Black	12	14	7	2	2	6	43 (72.9%)
White	0	8	1	1	1	4	15 (25.4%)
Other	-	-	-	-	-	1	1 (1.7%)
Column Totals	12	22	8	3	3	11	59
Percent	(20.3%)	(37.3%)	(13.6%)	(5.1%)	(5.1%)	(18.6%)	(100.0%)

Further information regarding facilities was also sought in the form of student views about students driving to, and eating at, the UAEI facility.

Table XXVI

Frequencies For Students Who Drive To And Eat At UAEI

Activity	Often	Sometimes	Rarely	Never
Drive to (N=58)	19 (32.7%)	4 (6.9%)	3 (5.2%)	32 (55.2%)
Eat at (N=58)	10 (17.2%)	4 (6.9%)	6 (10.4%)	38 (65.5%)

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To a question relating to levels of improvement in communication skills (writing and speaking), 17 (30.4%) indicated "Much improvement," 18 (32.1%) indicated "Somewhat improvement," 15 (26.8%) indicated "Little improvement," and 6 (10.7%) indicated "No improvement." There were 56 respondents.

Students were asked to check the various areas of which UAEI made them aware. The replies were as follows: (These were also indicated by race.)

Table XXVII

Areas Students Became Aware Of At UAEI

Race	Job Skills (N=52)	Citizenship Activities (N=51)	Consumer Education (N=51)	Math (N=51)	Social Studies (N=52)	Home and Family (N=51)	Other (N=51)
Black	4	3	11	26	16	5	5
White	5	2	5	5	4	1	2
Other	-	-	1	1	1	-	1
Totals	9	5	17	32	21	6	8
Percents	(17.3%)	(9.8%)	(33.3%)	(62.7%)	(40.4%)	(11.8%)	(15.7%)

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A ranking in the order of personal importance, from among the people, facilities and content offering was asked of former UAEI students.

Table XXVIII

Rank By Importance Of UAEI Resource

	N	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Staff	36	18 (50.0%)	13 (36.1%)	3 (8.3%)	1 (2.8%)	-	1 (2.8%)	-	-
Facilities	39	14 (35.9%)	11 (28.2%)	3 (7.7%)	2 (5.1%)	6 (15.4%)	2 (5.1%)	1 (2.6%)	-
Courses	31	12 (38.7%)	14 (45.2%)	3 (9.7%)	-	1 (3.2%)	1 (3.2%)	-	-
GED	40	16 (40.0%)	18 (45.0%)	3 (7.5%)	2 (5.0%)	-	-	1 (2.5%)	-
Fellowship	32	4 (12.5%)	9 (28.1%)	6 (18.8%)	3 (9.4%)	2 (6.2%)	5 (15.6%)	3 (9.4%)	-
Counseling	33	4 (12.1%)	12 (36.3%)	9 (27.3%)	4 (12.1%)	2 (6.1%)	2 (6.1%)	-	-
Textbooks	30	3 (10.0%)	13 (43.3%)	5 (16.7%)	4 (13.3%)	2 (6.7%)	1 (3.3%)	2 (6.7%)	-
Others	15	-	11 (73.3%)	1 (6.7%)	1 (6.7%)	1 (6.7%)	-	-	1 (6.7%)

In response to questions relating to extra curricula activities at UAEI the results were as shown in Table XXIX.

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Table XXIX

Other Activities Or Reasons For Being At UAEI

Reasons	Yes	No
Community Organization Meeting	2 (3.8%)	51 (96.2%)
Counseling	4 (7.8%)	47 (92.2%)
Tutoring	10 (19.6%)	41 (80.4%)
Testing	15 (29.4%)	36 (70.6%)
Social Events	3 (5.9%)	48 (94.1%)
Never Been There	15 (29.4%)	36 (70.6%)
Other	11 (21.6%)	40 (78.4%)

Former students of UAEI were asked what their personal goals at UAEI were. They responded thusly:

Table XXX

Personal Goals Of UAEI Students

Goals	Number	Percent
More education	34	59.6
High school diploma (GED)	38	69.1
Job preparation	11	20.4
Specific skill training	8	14.8
Student fellowship	2	3.7
Preparation for test	3	5.6

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Responding to the question, "Did you reach your goals?" The answers were:

Table XXXI

Frequency Of Those Who Reached Goals At UAEI

Race	Yes	No	Not Quite	Row Totals
Black	15	26	1	42 (73.7%)
White	5	9	0	14 (24.6%)
Other	0	1	0	1 (1.7%)
Column Totals	20	36	1	
Percent	(35.1%)	(63.2%)	(1.7%)	(100.0%)

The final area of inquiry on the questionnaire was: "Have you any comments that you feel may be helpful in the evaluation of the Institute's efforts?" The following Table indicates the general areas into which the comments fell and the frequency.

Table XXXII

UAEI Student Comments

Category of Comments	Frequency of Mention
Program generally	30 (48.4%)
Subject matter	30 (48.4%)
Facilities and material	31 (50.0%)
Staff	31 (50.0%)
Personal attainment	31 (50.0%)
Job training	32 (51.6%)
UAEI as a place to complete education	33 (53.2%)
Improvement of education generally	33 (53.2%)
GED Test information	34 (54.8%)
Class size	35 (56.5%)
Other	38 (61.3%)

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FINDINGS AND CONCLUSIONS

UAEI energies were centered in five basic areas:

1. Professional and Continuing Education
2. Adult Basic Education
3. Systems Analysis
4. Employment
5. Community Involvement

Respectively, the general objectives for each of the basic areas were:

1. To develop special training programs for administrators of adult education that would recognize, solve and prevent problems in adult education. Included would be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education.

2. To involve undereducated and uneducated, unemployed urban residents of Metropolitan Detroit in a massive family-oriented education-tutorial program.

3. To systematize and organize research materials in order to provide consistent interpretation of data and assure validity and reliability in predictions and generalizations.

4. To test a variety of programs of permanent employment for undereducated adults, and to identify organizations that were involved in cooperative programs aimed at job training or job upgrading.

5. To develop and test a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs.

Conclusions Related to General Objectives

Objective 1.

To develop special training programs for administrators of adult education that would recognize, solve and prevent problems in adult education. Included would be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education.

Since this aspect of UAEI was directed at the staff, little is available. There is considerable evidence that workshops and other training procedures were employed early in the UAEI project.

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The indication from interviews, however, is that the training sessions on the UAEI site were short lived, but individual members of the staff involved themselves in self-improvement at the various local colleges and universities. There are cases where some of the instructional staff who began instructing with minimal credentials at UAEI garnered several years of college training and credit during that same period of time.

The instructional staff was deeply concerned about job security. This conclusion comes from the fact that there was over a one-hundred percent turnover during the time covered by this report. As members of the staff earned better credentials, they left this program for more stable occupations where there were opportunities for growth.

Objective 2.

To involve undereducated and uneducated, unemployed urban residents of Metropolitan Detroit in a massive family oriented education tutorial program.

In a rating of "usefulness" on a seven point scale in Table XXIV, mathematics received a total of 88.5% very useful and useful ratings, consumer education 85 percent very useful and useful ratings. Home and family living gained 64 percent of the very useful and useful ratings. In Table XXVII 63 percent of the respondents stated that they were made aware of mathematics, 40 percent stated they were made aware of social studies, and 33 percent that they were made aware of consumer education, Table XXVIII. When asked to rank the people, facilities, and content offering of UAEI, 86 percent of the respondents gave the staff a rating of 1 or 2 on a 7 point scale with "1" as the highest rating; 85 percent gave GED a 1 or 2 and 84 percent rated the courses 1 or 2.

In Table XXX 69 percent of the respondents indicated that their goal in attending UAEI was the attainment of a high school diploma (GED) and 60 percent indicated the goal was obtaining more education. Table XXXI shows that 35 percent of the respondents felt they had attained their goals.

The program was moderately effective in attaining Objective 2.

Objective 3.

To systematize and organize research materials in order to provide consistent interpretations of data and assure validity and reliability in predictions and generalizations.

Due to the time that elapsed between the termination of the project and the evaluation, and to the fact that personnel who might be informed about the systems analysis component of the project have left the project, it is not possible to assess the degree of attainment of this objective during the life of the original project.

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Objective 4.

To test a variety of programs of permanent employment for undereducated adults, and to identify organizations that were involved in cooperative programs aimed at job training or job upgrading.

An inquiry in the UAEI questionnaire alluded to training for and leads to job opportunities at UAEI. Thirty-three percent of the 57 respondents indicated some awareness of job opportunities as a result of training or contacts at UAEI. The leads came from a variety of sources both formal and informal. Tables XX and XXI indicate that 59 percent of the respondents to the UAEI questionnaire felt that project activities gave little or no consideration to job training while 53 percent felt that UAEI activities had little or no effect on job upgrading. On the other hand the respondents in Table XXII were about equally divided in their opinion about job retraining opportunities resulting from UAEI experiences. Thirty percent stated that many opportunities resulted, while 36 percent stated that no opportunities resulted. The remaining 34 percent stated that "few" or "some" opportunities resulted from the point of view of the UAEI questionnaire respondents, the project was moderately successful in meeting the objective of training as far as upgrading the employment status of participants.

Objective 5.

To develop and test a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs.

Seventy-three percent of the respondents to the questionnaire indicated membership in some sort of social, political or community action group. Twenty-four percent indicated that they had held office in the organization at some time during the three year period 1967-1970. Seventy-two percent of the respondents indicated that they had been registered voters during the duration of the UAEI project.

Whether or not this was a direct result of participations in the UAEI project or for some other reason, the respondents were widely involved in public affairs, some of them in an intensive as well as an extensive way.

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APPENDIX

UAEI Student Participants
Questionnaire

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1. Name (Optional) _____ 2. City in which you live _____

3. Sex: (0)___ Male; (1)___ Female

4. Race: (0)___ Black; (1)___ White; (2)___ Other

5. Are you an American citizen? (0)___ Yes; (1)___ No

   a. (0)___ Born; (1)___ Naturalized

6. What is your marital status? (0)___ Single; (1)___ Married; (2)___ Divorced; (3)___ Separated; (4)___ Widowed

7. Your age: (0)___ 17-20; (1)___ 21-25; (2)___ 26-30; (3)___ 31-40; (4)___ 41-50; (5)___ Over 50

8. Do you have any school age children? (0)___ Yes; (1)___ No;

   If so, how many? _____

9. From what person or source did you learn about the Urban Adult Education Institute?

   (0)___ The newspaper; (1)___ Radio or TV; (2)___ A social agency (M.E.S.C., welfare, ADC, etc.); (3)___ A friend; (4)___ A student at UAEI; (5)___ Other (Please specify) _____

10. When did you first enroll at UAEI? (0)___ 1967; (1)___ 1968; (2)___ 1969; (3)___ 1970

11. Which of the following comes closest to your reasons for coming to UAEI?

    (0)___ Needed to learn reading, writing, arithmetic; (1)___ Wanted to improve myself; (2)___ Wanted to finish high school; (3)___ Recommended by my worker; (4)___ Needed more education to advance on my job; (5)___ Needed more education to get a job; (6)___ To take GED Test; (7)___ Other (Please specify) _____

12. How many hours per day did you generally attend UAEI? (0)___ One hour; (1)___ Two hours; (2)___ Three hours; (3)___ Four hours; (4)___ Five hours; (5)___ Six hours

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13. How many days per week did you attend UAEI? (0)___ One day; (1)___ Two days; (2)___ Three days; (3)___ Four days

14. Which day(s) were you most often at UAEI? _____

15. How long did you remain at UAEI? (0)___ Less than one year; (1)___ 1-2 years; (2)___ 2-3 years

16. What was the highest grade of school you completed before enrolling at UAEI?
Elementary--1, 2, 3, 4, 5, 6, 7, 8; High school--1, 2, 3, 4

17. Did you have any special training in any field? (0)___ Yes; (1)___ No
If yes, what was that training? _____

18. Have you ever been employed? (0)___ Yes, full time; (1)___ Yes, part time; (2)___ No

19. Were you employed when you enrolled at UAEI? (0)___ Yes; (1)___ No

20. What was your job? _____

21. If you have children, are you a member of their PTA? (0)___ Yes; (1)___ No

22. If yes, how long have you been a member? (0)___ One year; (1)___ Two years; (2)___ Three years; (3)___ Four years; (4)___ More than four years

23. Which of the following are you a member? (0)___ Block club; (1)___ A lodge; (2)___ A church; (3)___ A booster club; (4)___ None; (5)___ Other organization (Please be specific) _____

24. How many years have you been a member of the organization(s) listed above?
(0)___ Years; (1)___ Years; (2)___ Years; (3)___ Years; (5)___ Years

25. Did you hold office in any of the above organizations? (0)___ Yes; (1)___ No
If yes, what office? _____

26. If yes to above, when did you hold office? (0)___ 67-68; (1)___ 68-69; (2)___ 69-70

27. Are you a registered voter? (0)___ Yes; (1)___ No
If yes, for how long? (2)___ 1-3 years; (3)___ More than 3 years

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28. How often do you participate in organized social activities, political activities, or community action activities (civil rights; home and neighborhood improvement activities, etc.)?

(0)___ Very often; (1)___ Often; (2)___ Sometimes; (3)___ Rarely; (4)___ Never

29. If you participate at all, check the activities you are most often involved:

(0)___ Social activities; (1)___ Political activities; (2)___ Community action programs

30. Have you held office in any of the groups you have served? (0)___Yes; (1)___No

31. Check any and all offices held from the following list: (0)___ President; (1)___ Vice President; (2)___ Secretary; (3)___ Treasurer; (4)___ Business Manager; (5)___ Chairman; (6)___ Delegate; (7)___ Other (Please specify)

_____

32. As a result of your training and contacts at UAEI, did you become aware of any job opportunities?

(0)___ Yes; (1)___ No

33. If you did get some leads to job opportunities while at UAEI, from whom did you get the information?

(0)___ Teachers; (1)___ Counselors; (2)___ Administrators; (3)___ Fellow student; (4)___ Other (Please specify) _____

34. How much of what you did at UAEI could be considered job training?

(0)___ Very much; (1)___ Much; (2)___ Some; (3)___ Little; (4)___ None

35. If you were already employed, what effect did your activities at UAEI have on upgrading you on your job?

(0)___ Much effect; (1)___ Some effect; (2)___ Little effect; (3)___ No effect

36. What bests describes your opportunities for job retraining as a result of your experiences at UAEI?

(0)___ Many opportunities; (1)___ Some opportunities; (2)___ Few opportunities; (3)___ No opportunities

37. What was your level of reading skill when you arrived at UAEI?

(0)___ 1st to 4th grade; (1)___ 5th to 8th grade; (2)___ 9th to 12th grade; (3)___ Don't know

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38. How much, in your opinion, did you improve in communication skills (writing and speaking) as a result of study and contacts at UAEI?

(0)___ Much improved; (1)___ Somewhat improved; (2)___ Little improvement; (3)___ No improvement

39. Check from the following list, any other areas that UAEI made you aware of:

(0)___ Job skills; (1)___ Citizenship activities; (2)___ Consumer education (How to buy, cost of buying, installment buying, etc.); (3)___ Mathematics; (4)___ Social Studies; (5)___ Home and Family Living; (6)___ Others (Please list) _____

40. Please rate, (1, 2, 3, etc.) the experiences checked above, that you view as the most useful and important experiences:

(0)___ 0; (1)___ 1; (2)___ 2; (3)___ 3; (4)___ 4; (5)___ 5; (6)___ 6

41. In your opinion, how suitable were the facilities and equipment at UAEI?

(0)___ Most suitable; (1)___ Suitable; (2)___ Somewhat suitable; (3)___ Not very suitable; (4)___ Not suitable; (5)___ No opinion

42. Did you have occasion to drive to UAEI while taking classes? (0)___ Often; (1)___ Sometimes; (2)___ Rarely; (3)___ Never

43. How often did you have occasion to eat lunch at UAEI? (0)___ Often; (1)___ Sometimes; (2)___ Rarely; (3)___ Never

44. Rank, if you can, (1, 2, 3, etc.) in their order of importance, those things personally most important to you at UAEI? (0)___ The teachers and administrators; (1)___ The facilities; (2)___ The courses of study; (3)___ The GED test preparation; (4)___ The counseling; (5)___ The student fellowship; (6)___ The text books; (7)___ Other (Please specify) _____

45. Are you a member of a community organization that has ever held its meetings a UAEI?

(0)___ Yes; (1)___ No

46. If you have ever been in the UAEI building for anything other than a class, which of the following comes closest to your reason for being there?

(0)___ For counseling; (1)___ For tutoring; (2)___ For a test; (3)___ For a social event; (4)___ Never been there; (5)___ Other (Please specify) _____

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47. What were your personal goals at UAEI? _____

_____

_____

48. Did you reach your goals? (0)___ Yes; (1)___ No

If yes, what were those goals? _____

49. Please make any comments about the UAEI program that you feel would help in this evaluation.

_____

_____

_____

_____